



# Vancouver School District

## School Plan for Henry Hudson Elementary School

### Year 3 (2021) of 3 Year Plan, 2018 - 2022

## 1. GENERAL SCHOOL STORY:

*Due to the Covid-19 pandemic current school plans have been carried forward to the 2021/22 school year.*

Henry Hudson Elementary is located in the Kitsilano area of Vancouver we acknowledge that we live, work and play on the unceded and traditional territories of the Coast Salish peoples – skwx̱wú7mesh (Squamish), selíw̱itlulh (ᑭ Tsleil-Waututh), and x̱m̱əθḵw̱əy̱əḡəm (Musqueam) nations.

Henry Hudson Elementary is located in the Kitsilano area of Vancouver. The school enrolls approximately 400 students and is a dual track French and English school. The School District has started a gradual phase out of the French Program as neighbourhood enrollment demands increase. This year we have grade 2-7 French Immersion classes. The school has received approval from the Ministry of Education for a seismic school replacement. We are in the planning stages, projection to start construction is in 2022 and projected completion 2024.

The Schools serves a diverse population of learners. English is the first language of approximately 75 % of our students.

The Hudson PAC is a collaborative group of families that work closely with the staff and administration to create a positive learning environment. The PAC actively finds ways to create opportunities to be activity and celebrate the Hudson community of learners

We are in our third year which rolled over to focus on what is deeper learning in writing.

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## 2A. WHAT DID WE SEE?

We looked at the data from Communicating Student Learning, School Wide Write results, writing samples and teacher anecdotal comments which reveal some improvement in student writing skills. However, we recognized we need to go deeper to develop a fuller understanding of “what is writing?” A team of teachers are leading others to develop common language, more strategies, more assessments and understanding around communication, oral language and writing as a process as well as a final product.

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## 2B. WHAT DO WE NEED TO RE-ADJUST?

For the 2021/2022 school year, we will continue to focus on a sense of belonging and develop a deeper school wide understanding of “what is writing?” This journey includes teachers, support worker, students, parents and administration. We recognize everyone is a learner. We will develop strategies to share with educators, students and families to have a better understanding on what is writing, it is more than spelling and writing paragraphs.

We will use more student voice, “street data” to understand what is working and how to improve, we will use a writing continuum to engage students to own their learning by understanding where they are at and what they need to do to improve. As a team of educators we will develop the strategies to teach and guide everyone.

We will have more opportunity for dialogue and data collection to measure students understanding and skills. The teacher teams and administration will support others in this journey.

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## 3. INQUIRY QUESTION (previously known as “Goal”)

Our theory of action is; if students see themselves as proficient writers then they will develop the confidence to take more risks thereby strengthening their communication skills. We also will continue to focus on increasing student success on embedding Indigenous Ways of Knowing and Being (awareness, history, traditions, culture, community, sense of belonging).

We will be exploring how students identify as writers and what is writing?

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## 4. WHAT IS YOUR NEW PLAN?

Educators will engage in professional development, connect with District mentors, when possible release time for teachers to observe each other teach and more opportunities to co-teach, co-plan and co-assess. The dedicated Hudson Writing Team will develop opportunities to guide staff and student learners.

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- **WHAT SUPPORTS WILL WE NEED?**

Commitment of school professional development funds for workshop and conference attendance, school based workshops and release time for co-planning, co-teaching, co-assessing. Continued access to District specialist staff and schools with similar goals in the area of communication/writing.

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- **HOW WILL WE KNOW WE'RE SUCCESSFUL?**

Indicators of success like numbers of students meeting to exceeding expectations in the area of writing will be increased. Students will be able to identify themselves as proficient communicators/writers, know where they are at and what is next to continue to improve and learn.

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- **HOW WILL WE SHARE? HOW WILL WE MAKE PARENTS, STUDENTS AND OTHER MEMBERS OF THE COMMUNITY AWARE AND INVOLVED?**

The school will continue to use the school newsletter, encourage classroom teachers to share on their Teams channel, displays in the hallways and library. The writing continuum will be visible in some classrooms and hallways. Other methods of displaying writing may include; QR codes, podcasts, green screens and published books in the Hudson library for all students to read. The newsletter is published on the school website and the PAC website. Presentations about the journey may be presented at a PAC for a greater understanding and update to the learning journey.



*District-wide Aboriginal Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.*

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- **WHAT DO WE KNOW ABOUT THE ABORIGINAL LEARNERS IN OUR SCHOOL?**

Hudson has fewer than 10 students enrolled who identify as Indigenous students. Our Indigenous learners are from different First Nations. Some students are enrolled in the English program and some students are enrolled in the French Immersion program of choice. Data pertaining to our Indigenous learners are recorded using the District's AIMS tool for use by Administrators and District Staff.

We will continue to build awareness and appreciation for Indigenous cultures, traditions, and histories with our Indigenous learners, non-Indigenous students and all staff. We have a team of educators who are focusing on culling books that do not represent current understandings, and purchasing current literature that reflects Indigenous visibility.

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- **WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS GOAL?**

Everyday, each class acknowledges they are learning on the unceded and traditional territories of the Coast Salish peoples – skwx̱wú7mesh (Squamish), sel̓əlwítulh ( ̓ Tsleil-Waututh), and x̱w̱məθḵw̱əy̱əəm (Musqueam) nations.

We have a team of teachers who continuously provide and offer resources that will guide practices in individual classrooms i.e. how regalia is respected and not worn as a costume. This team of teachers also participate in after school district meetings to increase their knowledge. Resources are continually being updated.

Some classes will participate in the Drum Across BC event again this year June, 2021. Some classes participated in virtual presentations from local Museums.

Whole school participated in a virtual oral language story telling presentation, The Hungry Feast. Student projects and art work are on display throughout the school making connections to land and learnings.

Learning support services were available for all students requiring the service. We have purchased several series of Indigenous books in French and in English to support both language learners. created a team to focus on professional development and deeper understanding of what is writing and how students can own their learning.

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- **WHAT WILL WE CONTINUE TO DO IN THIS AREA?LIST CONTINUING AND NEW INITIATIVES**

Hudson will continue to acknowledge territories at all gatherings, school wide announcements and correspondence going home.

Hudson will continue to seek learning opportunities from the Museum of Anthropology, and Art Starts opportunities to engage the learners.

Hudson's Indigenous Team will continue to participate in meetings that provide professional learning, to then share and organize learning with staff in order to support all students.

We will participate in district events: Orange Shirt day and National Indigenous day. In addition, we will be reaching out to the District Principal of Indigenous learning and their team to explore community circles in classrooms and restorative circles in class and on the playground.

The school has and will continue to have classes involved in Indigenous focused field trips throughout the school year. School District Indigenous staff are available to the school on an as needed basis.

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- **HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?**

The Indigenous students continue to experience academic success and are fully involved in school life. The general student population have all been involved in Indigenous content, unique learning experiences and teachers have made efforts to integrate Indigenous content into daily classroom life.

All students have a greater sense of the history, cultural practices and traditional knowledge of Indigenous peoples.

Students are able to acknowledge territory as a daily regular practice.